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ABSTRACT

A discussion is presented on how athletic administrators can develop a global athletic promotional plan for the purpose of raising funds for their programs. Such a plan should be established through a meaningful, realistic, and accurate assessment or evaluation process which identifies the needs and limitations as well as the attributes or resources of the athletic entity. The following topics are considered: (1) dealing with internal challenges; (2) integrating athletic promotional activities within the total school program; (3) questions or factors to consider in the implementation of athletic promotional activities; (5) general considerations for promotional activities; (6) specific techniques for promotional and fund-raising activities; and (7) establishment of an effective booster organization for athletics. An example is given of a successful fund-raising effort--the "reverse raffle." (JD)

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FUNDRAISING AND PROMOTIONAL ACTIVITIES FOR THE SUCCESSFUL ATHLETIC DEPARTMENT

Presentation Made at the Tenth National Convention

of the Boosters Clubs of America

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INTRODUCTION

One of the most important, visible and difficult challenges -- or interesting opportunities, if you will -- facing those involved in athletics centers around what is popularly referred to as PROMOTIONAL ACTIVITIES. One of the challenges or difficulties associated with the phrase ATHLETIC PROMOTIONAL ACTIVITIES is that the words themselves are difficult to accurately define and often mean different things to different people, at different times, in different circumstances.

What *do* these words mean? We all think we know what we mean when we use these words and they are battered about frequently enough; but, that is no guarantee that there is agreement with the definition(s) or that those with whom we are attempting to communicate with fully understand what we mean. Do the words merely define attempts to raise funds (picking up nickels, quarters, or dollars)? More on this later. Do they merely mean attempting to generate increased positive publicity? Do they involve an effort to solicit help and/or support by various constituencies or members thereof? Do they merely describe activities which are designed to create a positive public image? Do they merely include public relations activities? Do they merely denote an attempt to promote a program, an activity, or an idea? Do they merely define activities geared specifically towards the cultivation of the school's alumni/ae? Or, do they include all of the above, and then some?

Defining Terms

For purposes of this gathering today, lets assume that ATHLETIC PROMOTIONAL ACTIVITIES are those which are planned for the purpose of improving the overall image of the athletic program and which are supportive of the total educational and non-educational missions of the institution in which the athletic program is positioned. Such activities could indeed involve fund raising activities, such activities might include tactics designed to garner increased publicity, and such activities could describe techniques designed to increase awareness and acceptance, on behalf of various constituencies of the athletic program and/or the total school system.

In other words, depending upon the individual circumstances one finds oneself in, all of the activities mentioned above could be correctly considered, at various times, to be ATHLETIC PROMOTIONAL ACTIVITIES.

One word of caution is due. There is a significant difference between the so-called isolated, fragmented promotional or fund raising type effort and a planned, coordinated system or strategy of promotional activities designed to achieve objectives on a more global scale. How many of us, who are here today, are or have been caught up in the rat race of conducting multiple, isolated and fragmented fund raising tasks without the benefit of an overall, global Marketing Plan?

The Marketing Plan

It is essential that an overall, global athletic Marketing Plan

(compatible with the institution's or system's missions) be developed and nurtured. Such a plan should be established through a meaningful, realistic and accurate ASSESSMENT or EVALUATION PROCESS which identifies the needs and the limitations or parameters as well as the attributes or resources of the athletic entity. The goal of the Marketing Plan is the creation of a road map to guide the staff members' actions towards the ultimate objective, i.e., the creation of a more visible entity, a more positive public image, a more viable and attractive athletic program, solvent both in terms of financial resources and in terms of human resources.

In terms of the planning and the implementation of various types of promotional activities (including fund raising), there are other entities or offices, with different if not conflicting needs and viewpoints or perspectives, within the school organization which must be taken into account. Specifically, the superintendent's office, the principal's office, and other academic and non-academic offices, to name only a few. Athletic administrators must remain sensitive to the concerns of administrators of each of these other entities. These administrative officers often view (and, sometimes, with good reasons) athletic administrators who "attempt to dabble" in such areas as fund raising, promotional techniques, alumni contacts, appeals for support, public relations and publicity as the ENEMY, COMPETITION, INTERLOPERS, INTRUDERS, or worse.

Dealing With Internal Challenges

One of the significant administrative challenges, in terms of successful involvement in ATHLETIC PROMOTIONAL ACTIVITIES, is often, far too often, within the confines of one's own school organization. That is, athletic administrators experience difficulty in dealing with their own administrative peers and with members of the higher administration in the justification of their involvement and/or their desires to implement specific courses of actions associated with the general area of fund raising, solitication of community support, promotions, alumni/ae contact, public relations, publicity, etc., under the so-called umbrella of a Marketing Plan.

This is where the pre-planning and organizational skills of athletic administrators and athletic staff come into play. If the ATHLETIC PROMOTIONAL ACTIVITIES, in which athletic administrators would like to become involved, are to be approved or condoned (officially or unofficially) by the "powers to be" within the school organization, athletic administrators must be capable of justifying the need and advisability for such activities to peers and supervisors. That is the task, the objective.

The phrase used earlier, "picking up nickels, quarters, dollars," refers to the setting of priorities in terms of who is to do what, when and with whom, for what purposes, within the fund raising umbrella? Who would want 15 head coaches and their teams, on a team by team basis, on their own, to attempt to sell Christmas ornaments to area merchants during the month of December? No one, for three basic reasons. First, there obviously would be a saturation of the market for this one item of merchandise. Second, the merchants would soon tire of being constantly bombarded by numerous entities from the same source, i.e., athletics. Third, the coaches would be picking up mere "nickels" from merchants who might then be reluctant to follow their

earlier ("nickel") financial contribution with additional and much larger contributions ("quarters"), made at the bequest of the athletic director. Thus, coaches who pick up "nickels" could conceivably hinder those athletic administrators who could be picking up "quarters" from these same constituents.

However, this line of thinking, taken one logical step further, has rather significant implications and creates very real complications for athletic administrators. That is, the central administrators concerned with fund raising, with promotional activities, with publicity, with public relations, with alumni relations, and with creating a positive image of the total institution with the numerous publics -- do not want representatives from the ATHLETIC ARENA picking up either "nickels" (coaches) or "quarters" (athletic administrators) when the central administrative officers are desirous of picking up "dollars" from the same people, from the same organizations. This is true whether we are speaking of activities associated with fund raising, public relations, alumni, publicity, etc. It is for the same very reason (fear of merely picking up "nickels" or "quarters" rather than "dollars") that the central offices and administrative heads involved in fund raising, alumni support, public relations, publicity, etc., react negatively to situations which they view as encroachment upon their turf. Is it any wonder?

Integrating Athletic Promotional Activities Within the Total School Program

Thus, to the extent that an athletic department's PROMOTIONAL ACTIVITIES, FUND RAISING TACTICS and IMAGE ENHANCING EFFORTS are concerned, it is absolutely essential that these activities be part of an overall, approved school system-wide plan of attack. No, this is not suggesting that every single activity (associated with promotions, fund raising, publicity, public relations, etc.) of the athletic department must be scrutinized and approved by outside forces. What is indicated, however, is that there is a need for the athletic department, in the planning and the implementation of so-called ATHLETIC PROMOTIONAL ACTIVITIES, to cease acting and competing like the Lone Ranger and to begin to act as a member of the total school team, which is concerned with the areas of publicity, image enhancement, public relations, fund raising, promotional activities, etc. Only through such close cooperation can the athletic department survive unscathed internally and externally in its efforts to achieve objectives which may be facilitated by specific promotional type activities.

The ultimate objective, from the athletic administrator's point of view, is to (1) PROMOTE, (2) to SELL, (3) to PRESENT AN IMAGE, (4) to CREATE A NEED and (5) to then PROVIDE A MEANS TO SATISFY THAT NEED. Athletic administrators are involved, almost on a daily basis, either with creating ideas (working on the abstract or conceptual level) and/or implementing these promotional concepts (working on the concrete or reality level). This is just the nature of the beast.

Let's face it, there are a "million and one" different techniques, tactics and activities which have been and/or can be utilized by athletic personnel to help PROMOTE, MARKET, SELL, and SUPPORT athletic programs.

Today, the objectives of this meeting is to share with those of you in attendance at this time some (19) questions which might be taken into consideration when contemplating the initiation of various promotional type activities, deliberating various options, and considering appropriate decisions). This is followed by some 65 general statements which can serve as "Food for Thought" in terms of fund raising and promotional activities. Finally, I will make available to you an actual listing of 128 specific athletic promotion and/or fund raising techniques which have proven to be both feasible and successful in other athletic programs (at all levels), especially those activities and techniques which have been completed in spite of limited resources (money, personnel, time, facilities, etc.).

Hopefully, this information may be of assistance to the athletic administrator, having responsibility for promotional and fund raising activities, in reviewing and evaluating possible activities which might be utilized as a part of an overall global plan for promotional and fund raising activities. One caveat. It must be remembered that successful promotional activities are far easier talked about than implemented. There are many 3'oclock wonders who talk a great game, but don't actually produce, at the scheduled 7 p.m. tip-off. Talk is indeed cheap.

Nineteen Questions or Factors to Consider (Decisions to Make) in the Implementation of Athletic Promotional Activities

(a) Should there one overall booster group or various booster groups for different sports?
(b) Should there be a global marketing plan?
(c) Should one utilize one's own staff or outside experts (head hunters) in terms of cost effectiveness? Or, both?
(d) What, if any, school wide restrictions (philosophical orientation). exist? Who actually controls the support organization(s)?
(e) Should there be multiple fund raising activities or the single project concept.
(f) Have realistic and defensible priorities and timetable(s) for promotional activities been established?
(g) How to evaluate the effectiveness of such activities (what criteria?) from both the internal and external perspectives?
(h) How to determine what is and what is not marketable (can't make a silk purse out of a sow's ear)?
(i) What is the understanding in terms of the responsibility and reasonable expectations of the athletic administrator(s) and others within the area of promotional activity?
(j) How to maintain a minimum level of competency and sophistication (do it with class, maintaining a quality "first" mentality) in all such activities?
(k) Are objectives and goals established?
(l) Are so-called "natural prospects" being identified and can they be approached?
(m) Are prospects being truly cultivated over the long haul (no flash in the pan situation) for successful solicitation?
(n) What is the availability of leadership and active support --both internal and external?

(o) Is there a plan for thorough and realistic research as the initial step to know where one has been, where one is at, and where one wants to be?

(p) What is the breakdown or categories of promotional/fund raising activities?
   1. publications/printed materials, i.e., programs, schedule cards, posters, calendars, etc.
   2. physical objects - premiums
   3. media (radio, television, newspapers)
   4. promotions - all type of activities
   5. physical improvements
   6. image enhancing activities
   7. other . . .

(q) How can promotional activities be "piggy backed" on other activities or efforts?

(s) How can financial resources be conserved (saved)?

(t) If the tree falls in the forest and if there is no one there to hear it does it make any noise?

SIXTY-FIVE GENERAL COMMENTS -- "FOOD FOR THOUGHT" FOR PROMOTIONAL AND FUND RAISING ACTIVITIES

1. danger of being infatuated with FUND RAISING and PROMOTIONS for the sake of the activity, glory and excitment rather than the actual goal
2. "do it right or don't do it"
3. don't reinvent the wheel -- listen to others and adapt/adopt
4. don't forget to say "thanks" -- give credit where due
5. don't let the promotion become the total focal point of the activities
6. can't be all things to all people -- identifying one's self -- what are our weaknesses and strengths?
7. can't successfully imitate others exactly -- be somewhat unique
8. be "yourself"
9. determine mission (goal(s))
10. determine needs (actual)
11. what is being sought:
    a. money (easier to get sometimes than "time" and "involvement"
    b. physical gifts
    c. enhancing an image
    d. changing an image
    e. personal or professional assistance
    f. support by individuals and/or groups
12. determine type and timing of activities
    a. multiple activities
    b. one shot effort
    c. continual or annual activities
13. creation of a MARKETING PLAN -- justification of what is top be attempted
14. determine time table(s)
15. determine resources (personnel and non-personnel)
16. publicize one's positive attributes
17. reality versus perception (what is it true?)

18. can fool some of the people all of the time, all of the people some of the time but can't fool all the people all the time ... implications
19. can't make a silk purse out of a sow's ear -- need something of quality to promote
20. determine what is needed in terms of competencies and skills
    a. technical skills
    b. interpersonal skills
    c. image skills
    d. conceptual skills
    e. dedication skills (commitment/time)
21. determine various constituencies
    a. responsibilities and obligations of "helpers"
    b. identifying potential "donors"
    c. matching "helpers" with potential "donors"
    d. recognizing "helpers"
    e. recognizing antagonists/protagonists
22. ability to meet "objections" and overcome hurdles (challenges)
    a. jealousy - envy of others
    b. ignorance of others
    c. laziness of others
    d. skepticism of others
    e. time challenges
    f. competition of other internal and external entities (all going to the same sources)
    g. interference by others (inside/outside of school organization)
23. determine means of monitoring and evaluating requests for promotional and fund raising activities in light of resources and goals --- establish PROCESS whereby requests for fund raising can be assessed, evaluated and either approved or rejected
24. stress <u>quality</u> over <u>quantity</u>
25. determine means of monitoring progress
26. determine effectiveness and efficiency
27. don't pick up "nickels" when you can pick up "dollars" -- cost effectiveness
28. results oriented -- there are a million and one things which <u>can</u> be done but only a minimum of things which <u>will</u> get done adequately
29. set priorities
30. involve "key individuals/organizations/groups" in decision making
31. determine what is cost effective and efficient
    a. benefit packages
    b. publicity - what, how, when, who, why, where
    c. communication avenues and timing
32. ability to work with various constituencies and to be accountable to all involved constituencies
33. identifying "hardware" or "tools" to be utilized in effort
    a. printed materials
    b. television
    c. radio
    d. word of mouth
    e. other . . .
34. development of a THEME
35. identifying one's market
36. identifying and/or creating an IMAGE

37. being visible -- essential
38. involvement of professional "head hunters"
39. the more sources of revenue you have, the more stable your funding raising program
40. face-to-face solicitation is more effective than other means
41. the more giving options, the larger the donor response
42. ask for a specific amount for a specific purpose
43. individuals prefer to give money for "things" -- concrete benefits rather than for such areas as maintenance, utilities, etc.
44. solicitation should focus on needs of the donor rather than on the needs of the organization
45. when using the mail, always use business reply envelopes
46. donors are more effective soliciting other donors than staff soliciting donors
47. start fund raising with low risk activities
48. corporations give more to entities within close geographical proximity
49. extremely wealthy people give the most
50. people give more as they get older
51. married people give more than single people
52. we are in the PEOPLE business - the EDUCATION business - the ENTERTAINMENT business, the IMAGE business
53. there is a need to EDUCATE various constituencies, individuals, etc.
54. the goal is for long lasting, sustained support (can't build on quicksand or be a "flash in a pan") -- must work for the LONG TERM
55. the top of the table is the athletic experience supported by:
    a. athletes
    b. coaches
    c. administration
    d. resources
56. successful promotion BEGINS AT HOME FIRST
57. don't forget to take care of the "home front" first and build on a solid foundation.
58. our athletes (and their families) are our best advertisers and "supporters and boosters"
59. two-way communication involves <u>listening</u> and is at the heart of all promotion
60. to change a feeling or opinion -- one must be significantly motivated
61. tell people what WE are all about and what we are doing and going to do and then DO IT
62. don't be afraid to ask for help
63. piggy-back one promotion (less popular) with another (more popular)
64. there needs to be cooperation -- all in same boat manning different oars but heading (hopefully) in the same direction
65. one must be willing and able to "toot" one's own horn

<u>ONE HUNDRED TWENTY EIGHT SPECIFIC TECHNIQUES FOR PROMOTIONAL AND FUND RAISING ACTIVITIES</u>

It should be remembered that one can promote without being involved in

fund raising activities but one can't be involved in fund raising activities without simultaneously being involved with promotions. In essence, all that we do within the athletic arena can be thought of part of promotions.

Some of the specific "tools" and "techniques" (involving key words) which have been successful as part of the million and one possible promotional and funding raising activities, include, but are not limited to, the following:

1. concessions
2. merchandising items (store--apparel)
3. place mats
4. cups, glasses, etc.
5. merchandise give-aways
6. bumper stickers
7. ties
9. t-shirts and hats, etc. --- walking "billboards"
10. pins
11. score boards
12. clothes patches
13. shirts/sweaters/coats
14. schedules on milk cartons
15. schedules on "anything"
16. bill boards
17. rings (awards)
18. watches (awards)
19. display boards
20. street banners
21. key chains
22. signs - anywhere, any kind
23. sport sponsorships
24. ads in programs
25. trade outs - radio, TV, cable TV, welcome wagon, newspapers, penny savers, etc.
26. manipulating tickets
27. senior rates for tickets
28. group rates
29. season tickets
30. free admissions
31. youth groups - performing at half-times, etc.
32. mall promotions
33. utilization of other people's resources, facilities, money, etc.
34. service club involvements -- chamber of commerce involvement
35. elementary school involvements -- coloring contests, displays
36. women's clubs involvement
37. charitable activities
38. community involvement
39. service clubs
40. speaking engagements
41. tailgate parties
42. bank statements, telephone statements and/or electric bill statements containing information about one's programs
43. direct mailings
44. radio and television spots

45. use of mailing lists
46. stationery
47. photos of athletes
48. "athlete of the week" - display and news release -- photos and signs in the stores
49. photo displays in establishments
50. "athlete at XXXXX college or university" - display and news release, communicate "where the athletes are at presently"
51. gifts in kind
52. television and/or radio shows, interviews
53. weekly newspaper column
54. periodic OPEN FORUM within the school building and/or open for all constituencies (showing of video tapes, etc.)
55. booster clubs -- membership fees and source of "people power"
56. benefits and premiums (for booster club or ticket purchases)
57. photos in buildings - in hallways, off campus
58. trophy cases, display cases, display of plaques indicative of achievement and successes
59. condition of facilities (indoor/outdoor)
60 corporate sponsorship
61. team photos taken each season - displayed and given away
62. hall of fame
63. homecoming activities
64. parents' day
65. alumni day
66. other special day
67. reverse raffle (possibly combined with some other activity, piggy backed (such as national basketball game on television)
68. car washes and candy sales
69. marathons
70. Walk-Jog-Crawl-A-Thon's 46. antique shows (combined with craft
71. sale, another piggy back situation)
72. auctions
73. "piggy back" on activities of others (car dealers, stores, organizations etc.)
74. themes - "catchy"
75. tournaments --- tip off tournaments
76. special contest nights -- "green freak out night"
77. "contests" (give-a-ways) during athletic games
78. golf outings -- the selling of tees and greens plus advertising
79. anniversaries (recognition) -- 25th year, 10th anniversary of
80. recognition of some significant event, etc.
81. special dates - homecoming, parents day, etc.
82. athletic "letters" honoring letters
83. athletic certificates
84. letters to parents, coaches, school administrators
85. athletic banquets
86. "old" football helmets used as "trophies"
87. use of vendors as potential contributors
88. internal theme -- "saving money is the same as making money"
89. raffle-a-car ---- or anything
90. bingo
91. any type of "give-a-ways" with logo
92. endowments

93. scholarship endowment trust
94. life insurance scholarship program
95. establishment of scholarships in the name of a person or family or business, etc.
96. life insurance "gift program"
97. news releases
98. feature stories
99. clinics
100. camps
101. fashion shows
102. casino night
103. speakers bureau
104. newsletters
105. media brochures
106. public service messages on airways
107. slide shows
108. video tape programs (highlights)
109. letters to "editor"
110. suggestion boxes (responses to suggestions)
111. creation of logos
112. logo licensing programs
113. designation by city of "event or sport day or week" - proclamation
114. mascot -- mascot nights
115. preliminary games (wheel chair, faculty, intramural, etc.)
116. octoberfest (a special one-shot activity, annually)
117. marching band contests (prior/after games)
118. guest bands at half-time, etc.
119. uniform nights (boy scouts, girl scouts, little league, etc.)
120. parking privileges
121. reserved seats
122. fees for utilization of facilities
123. kazoo "band"
124. cheerleader contests (half-time)
125. basketball half-court shot (worth $10,000.00)
126. "throw-aways" during time-outs of contests -- miniature baseball, basketballs, footballs, etc.
127. between periods "goal shots" -- ice hockey (for prizes)
128. others . . . (millions and millions)

It seems as if every athletic administrator (regardless of what level one finds oneself) is confronted with either initiating or working with an outside athletic support group. What follows is a detailed description of how one institution (a college with 27 athletic teams) successfully created and sustained a viable athletic support group following two earlier failed attempts to achieve the same goal.

THE ESTABLISHMENT OF AN EFFECTIVE BOOSTER ORGANIZATION FOR ATHLETICS

Upon arriving on the campus of the State University of New York College at Brockport in the summer of 1983 as the new athletic director, one of my first encounters was with a group of potential athletic boosters who shared their eagerness to lend support to what previously had been less than an adequate effort at sustained athletic fund raising. In fact, in the previous

six year period, there had been neither a concerted nor a successful effort in this area at all. There was in fact no viable athletic support group even in existence at this time, only the memories of two earlier attempts which -- for one reason or another -- failed in their missions and were now only faded memories.

In examining the history of what athletic fund raising efforts had taken place (or rather the absence of such efforts), it became evident that what was needed was an official athletic support group which was independent, but yet closely related, to the athletic department and to the institution. The entity soon to be created -- the FRIENDS OF BROCKPORT ATHLETICS (FOBA) -- would have to be broad based in its support, i.e., representative of the various constituencies both inside and outside of the university and the athletic department. This broad based support would include faculty, staff, administrators, coaches, students, general and athletic alumni/ae, and representatives from the surrounding communities.

The task however sounded far easier than it actually turned out to be. Challenges abounded. There had been two earlier attempts at forging such an athletic support group (or booster clubs as they were called previously). The initial attempt died an ignominious death around 1975. The second misguided venture towards creating such a group failed to even get off the ground in the late 1970s under yet another different athletic administration.

With a history of two such failures very much on everyone's minds, the newly established athletic administration moved cautiously, yet boldly ahead. First, attempts were made to find out why the previous two organizations failed. Second, previous errors as well as mistakes in judgement were acknowledged by the athletic department and an honest effort was made to mend fences, both in terms of the general public and in terms of the general administration of the university. All constituencies were assured that the athletic program would be initiating and continuing good faith efforts to insure that the earlier mistakes and injustices -- whether real or perceived -- would not be repeated by either the athletic department, by the central administration of the institution or by the athletic support organization. Assurances were made that the athletic department would attempt to begin anew with an organization (FOBA) which would seek to meet the needs of the university, the total athletic program (men and women, all sports) and the various constituencies, inside and outside of the institution.

The important point which the athletic department had to be sensitive to was negative feelings held by segments of the various publics. What mattered was not whether such feelings were actually justified but whether these perceptions were thought to be justified and true. For if so, then they were indeed true for these individuals. It mattered little whether the central administration actually did attempt to manipulate the former booster clubs as pawns or whether the institution failed to keep previous commitments. If these perceptions were held by various constituencies in the surrounding communities, then for these constituencies -- whether the perceptions were correct or not -- the feelings and attitudes still existed and were indeed true for those who possessed them.

On the other side of the coin were long memories still lingering in the minds of some central administrators. These administrators feared a return

to what they viewed to have been an almost total runaway type of organization existing without adequate controls, guidance and safeguards. This perception, this fear (whether justified or not) on behalf of the central administration of the institution had to be addressed from the outset. Institutional administrators were wooed and courted in such a fashion so as to clarify the true purpose of this soon to exist organization and to insure that the FOBA, its structure, purpose and operating code were acceptable to everyone concerned.

Finally, following many months of negotiating between the initial organizing membership core of the FOBA and with key administrators at SUNY-Brockport, a written agreement was entered into by both the Board of Directors of the FOBA and by the higher administration of SUNY Brockport. This written instrument outlined the official status of the new support organization and the relationship which it was to have to the institution and vice versa. It was upon this auspicious occasion that the real effort could commence in terms of getting the FOBA off the ground and steered toward the realization of meaningful objectives and goals.

The first order of business was a membership drive which was kicked off on January 26, 1984 with a semi-formal wine and cheese gathering held in a large ballroom facility on the campus, just prior to a big basketball game against the visiting University of Buffalo. As a bonus for those in attendance at the wine and cheese program, complimentary tickets were issued for the basketball game which followed. Over 300 key potential supporters received special invitations to the gathering and just over 125 actually attended. The evening festivities included a brief presentation by the new athletic director, the newly elected president of the FOBA as well as the president of the institution.

This occasion provided an opportunity for the athletic director (1) to review the successful history of athletics at the university, (2) to emphasize the need to band together if the athletic teams (both men and women) were to continue to excel in the decade to come, (3) to reveal the need to develop and sustain a broad base support for the athletic program, (4) to provide an explanation of the benefits accompanying the various classifications of membership, and (5) to outline the immediate goals of the newly created FOBA.

The immediate goals of the FOBA unveiled that evening included:

1. a reverse raffle/buffet to be held in April of 1984 in conjunction with the NCAA basketball championships (providing and opportunity to view the game on a large 6' television screen), and

2. the assumption of the athletic department's annual golf outing which would be moved from late August to late May of each year, and

3. the creation of the Athletic Hall of Fame during the fall 1985 homecoming (and continued in subsequent years), and
4. an annual membership drive commencing each fall of subsequent years.

5. the future (several years in the future) antique and craft show weekend

Following the conclusion of the formal presentations of the cheese and wine gathering, those in attendance were given an opportunity (strongly encouraged) to become CHARTER MEMBERS within the FOBA (with their memberships running from 1/26/84 through 4/31/85, a total of seventeen months).

The accompanying chart (Table I) illustrates the benefits which accrue to the various classes of membership within the FOBA. The various membership plans were developed following an extensive review of what other institutions, throughout the country, were experiencing success within terms of similar support groups. Our philosophy was simple. If it worked at other institutions, we were not in the least bit shy about adopting similar successful tactics to fit our own circumstances, available resources and needs.

The principles underlying our membership drive were three-fold. FIRST, to gain members (numbers). SECOND, to realize an infusion of new financial support (dollars). THIRD, to provide the membership with tangible benefits while simultaneously meeting the needs of the athletic department and the membership by providing a first rate, broad based athletic program for women and men. The FOBA membership plan was designed so as to reach organizations and corporations as well as individuals by providing within the benefit scheme a CORPORATE PACKAGE option which would be tailored made to the corporation in question.

The cheese and wine introductory meeting was a huge success with over 60 initial members signed up that first evening, including one corporate sponsor. In fact, the corporate sponsor not only purchased a corporate membership in the FOBA but also contributed a very sizeable contribution to the university's general fund through the development office. This fact helped to quell the initial fears among some administrators that the FOBA would be picking up mere nickels while interfering or hindering the development office's attempts to pick up BIG dollars.

Actually, that fear has not materialized at all. The efforts at increasing members within FOBA coupled with the efforts to raise athletic funds through the vehicle of the FOBA have involved individuals who had not had a significant history of contributing financial support to the institution per se. Thus, the activities of the FOBA have done nothing except to expand the fund raising horizons of the institution insofar as creating additional potential and receptive donors for the total institution.

The final cog in this wheel of athletic support was a consistent and well thought out plan of how to spend some of the monies generated by the various activities of the FOBA. Nothing dampens the enthusiasm of a support group like the FOBA more than the failure to take advantage of the opportunities to spend some of the hard earned money on worthy and easily recognizable projects, in support of the total athletic program. On the other hand, good public relations highlighting how the FOBA constructively used the monies generated by the hard work of the membership and other supportive constituencies goes a long way towards perpetuating the positive reputation and the now successful track record of the support group. People want, and deserve, the right to know how a support group -- such as the FOBA -- has provided significant financial, moral and public relations support to the athletic programs and the participants therein. With the knowledge that

TABLE 1

Friends of Brockport Athletics

BROCKPORT: State University of New York College at Brockport

BENEFITS / CLUBS	Green $30	Gold $50	Century $100	Flying Eagles $150	Varsity $250	Coach's $500	University $1000
Membership Card	1	1	1	2	2	2	2
Bumper Sticker	1	1	1	2	4	6	10
Eagle "Stick On"	1	1	1	2	4	6	10
Periodic Newsletter	1	1	1	1	1	1	1
Hospitality Lounge Privilege	1	1	1	2	2	2	2
Socials		1	1	2	2	2	2
All Year Sports Pass			1	2	4	6	10
Booster Hat			1	2	4	6	10
"Eagle Pin"			1	2	4	6	10
T-Shirts				1	2	4	6
Family Sports Pass (Children-18 & younger)				yes	yes	yes	yes
Recognition Plaque (home/office)					1	1	2
Recreation Pass for Family					yes	yes	yes
Annual Recognition Plaque in Tuttle N						yes	yes
Folding Stadium Seats						2	4
Corporate Benefit Package	Contact Athletic Director						

Application Form (please print)

Name: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Type of Membership Selected: _____ Date: _____

Name and Age of Children _____

_____

Method of Payment (circle one): check cash bill me

one's efforts have not gone in vain in terms of helping the total athletic program, the support group and other constituencies can rest assured that further involvement continues to benefit the intercollegiate athletic program by providing for a firm financial and people support base upon which may be built an even more effective and efficient athletic program.

Today, with the passage of time and with a successful track record, FOBA continues to grow in acceptance as well as in activities. With a year of successful accomplishments now behind the organization, the FOBA is viewed -- and correctly so -- as an active entity. Added now to the four major annual activities previously mentioned (membership drive, reverse raffle, golf outing, athletic hall of fame) has now been added a fifth, i.e., an annual ANTIQUE AUCTION to be held in the early spring of each year. Success breeds success.

The organization has now gained the support and allegiance of most of the constituencies originally sought and continues to court others. There is an eagerness and a willingness now to help the FOBA realize its potential, rather than to merely be seen as the third in the line of mediocre or unsuccessful so-called booster clubs.

With continued diligence, hard work and support by members of the FOBA, the faculty, staff, administration of the college and the general public(s), the future of the FRIENDS OF BROCKPORT ATHLETICS would seem to be bright indeed. The future of this organization remains, however, in the hands of the women and men who are willing and able to take the time, to exert the effort and to make the sacrifice for the benefit of the student-athletes, the athletic program/ department and for the institution, through the vehicle of the FOBA.

Although it has been stated that there are a "million and one" plus different promotional and fund raising activities, it has also correctly been stated that it "is far easier said than done." One real life examplew of a highly successful fund raising effort is our Fabulous Reverse Raffle. The following information describes in detail one school's effort in successfully planning and implementing a specific fund raising and promotional activity, the Fabulous Reverse Raffle.

The Reverse Raffle[1]

What exactly is a reverse raffle? In an ordinary raffle, tickets which are pulled first are the BIG winners. In a reverse raffle, the so-called big winners are the last tickets chosen. The State University of New York College at Brockport -- under the auspices of the college's athletic support group, the Friends of Brockport Athletics (FOBA) -- held its initial

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[1]The original manuscript outlining the Reverse Raffle (titled: A New Twist To An Old Fund Raising Tactic") was originally described by Dr. Stier and Dr. Edward Matejkovic (head football coach at SUNY Brockport) and published in the March 1988 issue (pages 4-6) of JUCO Review, the national publication of the National Junior College Athletic Association.

reverse raffle on April 2, 1984, the evening of the NCAA Division I basketball championship game between Georgetown University and the University of Houston. Since that time, over $20,000 clear profit has been generated for the intercollegiate athletic program via this one activity alone.

The concept behind the reverse raffle is simple but intriguing and has proved to be most successful both in raising money and in creating positive public relations for the athletic program and the entire institution. The evening festivities consist of watching the NCAA basketball championship game on a large six-foot television screen as well as on several normal size TVs located throughout a large banquet room, coupled with a buffet dinner and a cash bar, on the campus of the university. A maximum of 200 tickets ($50.00 each) are sold. Purchased tickets may be split among any number of participants. It is not unusual for two individuals to go in together on one $50.00 ticket. However, if two persons buy a ticket, they would pay $55.00. which would include $50.00 for the ticket which would allow one person into the reverse raffle event and $5.00 for the additional guest, to cover the extra cost of the buffet.

Each $50.00 ticket assures the holder(s) of winning something during the evening activities. However, although all 200 tickets are drawn that evening, the tickets are drawn in reverse order with the very last ticket drawn earning the grand prize of $1500.00. The 199th and 198th tickets drawn earn $500.00 and $300.00 respectively for their owners while the 197th through the 182nd tickets drawn are each worth $100.00. The holder of the 181st through the 1st ticket pulled each receive a small gift (donated by local merchants), a remembrance of the evening (some more valuable than others with a dollar value between $1.00 and $40.00) as a token of the athletic department's appreciation for the participants taking part in the annual reverse raffle fund raiser. Another twist which was added for the 3rd Annual reverse raffle (and retained in subsequent raffles) was a "2nd Chance Drawing." This mini-drawing was added to keep the interest of the early "winners" throughout the remainder of the evening. After the first 181 tickets are chosen - right before the money prizes are drawn - all 181 tickets are replaced into a separate bowl and one ticket from the 181 tickets is drawn for a single $100.00 prize. In essence, one ticket becomes a double winner. All in all, some $4000.00 in cash is given out to the lucky patrons of the reverse raffle.

The reverse raffle is emceed by a "real life of the party type," who begins pulling numbers from the large bowl prior to the start of the championship game and continuing during half-time. The strategy is to pick all of the numbers except the final 19 money winners and the "2nd Chance Drawing." These money tickets are saved until after the game. This only enhances the suspense throughout the game with everyone having to wait until after the game to see which of the remaining tickets are drawn, again in reverse order, to determine the big cash winners. When the final five or six tickets are about to be drawn, the holders of these tickets begin to barter and dicker regarding the selling and buying of these tickets to and from each other. When only three or four tickets remain, the bidding becomes much more active and intense with the bigger money prizes up for grabs (and possible purchase).

All in all, the reverse raffle continues to be a huge success with some

$5500.00+ remaining in the athletic support group's (Friends of Brockport Athletics -- FOBA) coffers each year, following all expenses for the evening. This fund raising activity has been instrumental in getting the athletic support group viewed by the public as a viable organization, ready and able to accept new challenges in support of the total athletic program at the State University of New York, Brockport, New York. The public relations benefits resulting from this success story are invaluable. The organization -- Friends of Brockport Athletics (FOBA) -- gains extensive exposure throughout the community as a successful organization which could produce and follow through towards the completion of important tasks. Additionally, the success of this support group (FOBA), and its professionally run programs, has a positive fallout upon and enhances the image of the both the intercollegiate athletic program and the entire institution.

CONCLUSIONS

In summary, it is essential that those of us who serve as athletic administrators (at any level) and who are involved with the promotional aspects of our programs remain conscious of the cost effectiveness (financial, time, effort, etc.) of our efforts and our staff's efforts. It may be far better not to do anything than to do it poorly. This philosophy of doing it well or not doing it at all might be one which many of our athletic programs should consider adopting, especially in response to the present, hostile climate facing athletics in many school systems.

Similarly, there needs to be a realistic determination of exactly what and who we are and the role of our own athletic program in the scheme of public and private education and intercollegiate athletics. Athletic programs can't be all things to all people. There are indeed real differences, involving resources and limitations, existing between different school systems and athletic programs in different parts of the country as well as in different parts of states.

It is essential that individual athletic administrators recognize their position in the pecking order within the various school systems and within the hierarchy of the athletic world, with whatever resources (financial, personnel, facilities, image, etc.) are available or which might be mustered.

The bottom line responsibility of the private and/or public school athletic administrator, insofar as ATHLETIC PROMOTIONAL ACTIVITIES and FUND RAISING ACTIVITIES are concerned, is to seek to <u>create</u> ideas and concepts, to <u>initiate</u> actions, to <u>cultivate</u>, <u>titillate</u> and <u>motivate</u> as well as to <u>educate</u> constituencies so that athletic programs might <u>captivate</u> their interests and loyalties and thus <u>facilitate</u> the <u>solicitation</u> of both tangible (concrete) and intangible (moral) support. It does not hurt one little bit if the administrator also happens to walk on water in her/his spare time.